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BEHAVIOUR POLICY

Aims

- To promote self-discipline and ensure good social and learning behaviour.
- To create a community where everyone treats each other with respect.
- To establish guidelines for excellent behaviour and ensure everybody follows them.
- That everyone understands that bullying is not acceptable and what they should do if it occurs.

All children have rights under the UN Convention on the Rights of the Child. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. The environment our coaches produce is one in which children feel safe, and in which bullying, discrimination and peer on peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. Due to the nature of our work we often work in schools and pride ourselves on integrating our coaches to follow each school's individual behaviour strategies. This Behaviour Policy has been produced for our Holiday Courses and in instances whereby coaches cannot follow a schools behaviour strategy. It sets out the expectations of behaviour during our sessions, and helps our children to develop positive attitudes and motivates them to work hard. It also clearly defines the consequences should rules be broken, which are applied consistently and fairly by all staff.

To make these work we:

- Are consistent.
- Teach and model good behaviour.
- Believe our relationships are pivotal to high standards of behaviour.
- Train and support staff.
- Provide pastoral support.
- Work with parents and other agencies.
- Ensure high quality transitions.
- Teach outstanding and dynamic lessons.
- Are a warm, welcoming and safe company to all.
- Are strict without being nasty
- We maintain boundaries and correct children.
- Do not tolerate discrimination or bullying of any kind.
- Work as a team but take responsibility for the children we work with.
- Believe children are responsible for their own self-discipline.
- Expect parents to support the company behaviour policy.

Key points:

- Coaches have the power to discipline pupils for misbehaviour which occurs in our settings and in some circumstances, outside of our settings

- The power to discipline also applies to all paid staff with responsibility for pupils, such as coaching assistants.
- Coaches' can confiscate pupils' property in certain circumstances.
- Superstar Sports fully complies with and embraces our duties under the Equality Act 2010. Namely that treating a person less favourably because they have one or more of nine protected characteristics would be unlawful.

The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation

Children with Special Educational Needs or Disabilities are also not treated less favourably on the basis of their Special Educational Need. We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we follow the safeguarding policy.

Recognition

As a company, we feel that adopting positive behaviour management strategies is the most effective method for us in ensuring the children we teach access their highest potential both physically and mentally.

We recognise our children's achievements in the following ways:

- Instant and reflected praise throughout their development process.
- Messages home
- Stickers and Certificates
- Trophies and Medals

Children are recognised externally when they go 'Above and Beyond' and nothing less.

Sanctions

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. When children break the rules we inform them of which rule they have broken and the sanction. The most common sanction is a strike given in a PE lesson. Strikes can be given at any time, such as holiday courses or after school clubs where children cannot follow the rules for any reason.

Unacceptable behaviours that may result in sanctions include:

- Aggression and violence towards pupils or adults.

- Rudeness or verbal abuse to pupils or adults.
- Purposely unsafe behaviour.
- Damage to property.
- Behaviour that would make it difficult for others to learn or enjoy themselves.

Superstar Sports uses a 3 strike system:

- One strike means a child receives a formal warning from the coach dealing with the session.
- Two strikes means a child has their parent or guardian spoken to at the end of the session to inform them of the child's misbehaviour.
- If a child receives 3 strikes in one day/session with Superstar Sports their parent/guardian is informed of the seriousness of their misbehaviour. Depending on the time of day the child may be sent home early and upon collection parents are informed that their future behaviour will have to be monitored as to whether they can continue to attend Superstar Sports sessions.

Alternative and additional sanctions can be as follows:

- Verbal reprimand which may include a voice being controllably raised.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing a letter of apology.
- Loss of privileges – for instance the loss of a prized responsibility or not having the same opportunities as peers in the year group.
- Children missing break or lunchtime, the same or following day.
- Children working in another classroom/session led by a Superstar Sports coach.
- Sent to the Senior Coach on site for time out.

Exclusion

In more extreme cases, or in cases of persistent low level disruption, we may use fixed-term or permanent exclusion.

The above list is not one to be 'worked through' and there may be times when a child's behaviour warrants a sanction such as an immediate exclusion (for example in an extreme case including but not limited to an assault on a member of staff). In such cases the Site Lead, after communicating with a member of SLT, can act swiftly and decisively.

Restorative Meeting

Following some sanctions a restorative meeting may take place. The following is discussed:

- What has happened?
- Who has been affected?
- How have they been affected?
- What needs to happen to make things right?
- What will we do differently next time?

A commitment to the relationships between those in the room is reaffirmed.

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- Loss of privileges. For instance the loss of a prized responsibility or not having the same opportunities as peers in the year group.

Use of physical intervention

Physical Intervention is considered as a last resort to support young people in times of crisis:

- Physical Intervention should be avoided wherever possible.
- It is never a substitute for good behaviour management.
- Other methods of managing and de-escalating any situation which arises should be tried first, unless this is impractical.
- The main reason for intervening physically is to keep people safe.

This policy sets out the circumstances in which physical intervention might be appropriate and discusses the meaning of “reasonable force”. It adheres to section 550A of the Education Act 1996, and complies with the LA guidelines, including the Health and Safety at Work Act Planning to avoid Physical Intervention

At Superstar Sports we are proactive and plan to avoid Physical Intervention wherever possible. This is achieved through:

- Our Behaviour Policy, which promotes positive behaviour management strategies and outlines how a Positive Behaviour Management Plan might be used with specific children.

A Positive Behaviour Management Plan details how we arrange support in the areas of:

- Risk assessment
- Early intervention
- Preventative measures
- Proactive measures
- Planned support

Only staff who have undertaken training to use specific physical intervention techniques (eg. Team Teach) should be authorised to use these on young people. However, everyone has the right to use reasonable force to prevent an attack against themselves or others, whether they are formally authorised or not.

When to intervene with reasonable force?

The following categories would be considered legitimate situations in which to consider physical intervention as a last response:

1. Committing a criminal offence.
2. When there is risk of injury to self and/or others.
3. When there is risk of significant damage to property.

Examples of situations in categories 1, 2 and 3:

- A child attacks a member of staff, or another child.
- Children are fighting.
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.

In these situations, we would remove the class to a safe place rather than intervening physically.

- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child is running around the facilities in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A child persistently refuses to obey an instruction to leave a room.
- A child is behaving in a way that is seriously disrupting a lesson.

A child leaves the provision grounds

In this situation, we assign members of staff to watch out for the child's safety. If the child leaves the grounds, we will not give chase, as this is likely to put the child in more serious danger – running across roads etc. We will follow the child calmly, asking the child to make the safe decision to come back into the building. We always contact parents if a child leaves the grounds, even if the child comes straight back. In more serious situations, we will also contact the police.

What is a reasonable force?

There is no legal definition of reasonable force, so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a child from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Is physical intervention necessary?

Before physically intervening we, wherever practicable, tell the child who is misbehaving to stop, and what will happen if he or she does not. We continue attempting to communicate with the child throughout the incident and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and we should never give the impression that we have lost our temper, or are acting out of anger or frustration, or to punish the child.

Recording incidents

We make a detailed, contemporaneous, written report of anywhere physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the Site Lead and provide an online written report as soon as possible afterwards. We inform parents formally and seek their cooperation, for example, by drawing up individual behaviour management programmes.

Monitoring and Review

This policy will be reviewed annually or following changes in legislation.

Date Reviewed: March 2026

Next Review: September 2026